

## Scott Foresman Reading Street, Student Edition 2.1

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Edition - 1st

Grade Level P3 - 2nd Grade

Readability Level 1.9 - 2.5

Course / Content Reading

List Price: 44.69

Wholesale Price 35.75

*The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.*

**Content** Scott Foresman Reading Street is a scientifically research-based reading, language arts program. Reading Street provides systematic and explicit instruction on the 5 core elements critical to reading success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Reading Street is complete with a fully integrated language arts strand, including writing, grammar, and spelling. This program is designed to meet the needs of all students. Extensive instructional support is provided for below, on level, and advanced students. There is a comprehensive array of components integrated into the instruction to support both the teacher and the student.

Throughout the development of Reading Street particular attention was given to alignment with the Kentucky Core Content For Assessment and The Kentucky Program of Studies for Reading.

**Student Experiences** Motivation and engagement begins with the Student Edition. The Student Edition features a wide variety of genres. There is a thoughtful combination of fiction and nonfiction text. Students are introduced to informational text and are taught how to read it. In Reading Street, students are able to learn about science and social studies while learning to read. Poetry is featured at every grade along with instruction for learning to read it.

Grade level skills and strategies are introduced in the student edition. Reading Online is a skill strand that begins in the First Grade student book. These are New Literacies that prepare students for the informational age such as, internet inquiry, search engines, word processing, email and more. Vocabulary and comprehension skills and strategies are introduced through a scaffolded instructional model. Reader response opportunities in the student edition provide a comprehension check complete with a look back and write feature.

Practice materials are varied and purposeful. A full complement of leveled readers, decodable readers, and trade books provide opportunities for authentic practice and application of skill instruction.

**Assessment** Reading Street provides assessment materials based on the most current research. Instruction is supported through a comprehensive and carefully planned approach to assessment. The Assessment Handbook supports both the experienced and novice teacher. The Reading Street approach to assessment is based on a 4-Step Assessment Plan

### Step 1 Diagnose and Differentiate

The Baseline Group Test is grade level specific and provides initial placement information for grouping for instruction.

### Step 2 Monitor Progress

Monitoring progress opportunities are strategically and systematically placed throughout the daily and weekly instructional plan in the teacher's edition:

- " Guiding comprehension questions and skill and strategy instruction during reading
- " Monitoring Progress boxes to check word reading, fluency, comprehension and vocabulary
- " Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels
- " Practice Book pages at point of use
- " Weekly Selection Tests or Fresh Reads for Differentiated Test Practice

### Step 3 Assess and Regroup

Results of weekly assessments track student's progress on a week to week basis. Unit Benchmark Tests check mastery of unit skills. The weekly assessment information and, unit Benchmark Test performance help to inform and validate grouping decisions.

### Step 4 Summative Assessment

Benchmark Assessment- Use to measure a student's mastery of each unit's skills  
End-of Year Benchmark Assessment- Use to measure a student's mastery of program skills covered in all six units.

## Organization

### Program

- " Reading Street is a Kindergarten through Sixth Grade Reading/Language Arts Program.
- " Kindergarten is organized by 6 units, 6 weeks in each unit
- " First Grade is organized by 5 units, 6 weeks in each unit
- " Second through Sixth Grades is organized by 6 units, 5 weeks in each unit

### Student Editions

- " Kindergarten Program
- " First Grade- 5 books, 1 for each unit
- " Second grade- 2 books; 3 units in each book
- " Third Grade- 2 books; 3 units in each book
- " Fourth-Sixth Grades-1 book at each grade

### Teacher's Editions

(includes title and grade levels)

- " Each teacher's edition is organized by unit.
- " K: 6 Teacher's Editions
- " Grade 1: 5 Teacher's Editions
- " Grades 2-6: 6 Teacher's Editions at each grade

## Resource Materials

- " Practice Book Teacher's Edition; 1 - 6
- " Spelling Practice Book Teacher's Edition; 1 - 6
- " Grammar Practice Book Teacher's Edition; 1 - 6

- " Assessment Handbook; K - 2, 3 - 6
- " Baseline Group Test Teacher's Edition; 1 - 6
- " Unit and EOY Benchmark Teacher

Gratis Items to be provided and under what conditions      See KY - 2C for Complete item

Available Ancillary Materials      "

- Teacher's Editions; K - 6
- " Take-Home Kindergarten Readers; K
- " Listen to Me Readers; K
- " Take-Home Listen to Me Readers; K
- " Big Books; K - 2
- " Read Aloud Trade Books; K
- " Talk With Me, Sing With Me Chart; K
- " Sing With Me Big Book; 1 & 2
- " Alphabet Ca

#### Research Data and Evidence of Effectiveness

*Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.*

Research Available      YES - provide information below  
Research Data Evidence of Effectiveness

#### SF Reading 2007 Program of Research

The What Works Clearinghouse (WWC) was established in 2002 by the U.S. Department of Education's Institute of Education Sciences (IES) to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. Scientifically based research consists of studies that are designed with sufficient rigor so as to permit conclusions to be made about the causal effects of educational interventions. Pearson Scott Foresman is committed to supporting the Scott Foresman 2007 Reading program with a body of scientifically based research that meets the rigorous standards of the WWC.

The SF Reading 2007 program was designed by a well-respected group of authors and researchers in the field of reading. Drs. Sharon Vaughn and Ed Kame'enui, leading a team of fourteen authors, developed the program based on methods proven to be effective through a meta-analysis of existing literature, evidence from their various research studies funded by government organizations, and best practices identified in the Scott Foresman 2004 Reading program to develop a product based on solid research. This practice follows recommendations of the NCLB legislation.

Formative research was conducted on the pre-publication product. Classroom field studies across the United States investigated the effectiveness of the initial design. School administrators, reading specialists, and classroom teachers were used to rigorously and systematically evaluate the program while under development. Their input was used to revise the product to make it as attractive and easy to use as possible for all practitioners.

An independent, randomized controlled trial pilot efficacy study of the SF Reading 2004 product (grades 1, 2, and 3) is underway. Dr. Denis Newman of Empirical Education, Inc is conducting the pilot study to inform the development of the study design for the larger efficacy study to begin in Fall 2005. The pilot study examines the efficacy of the 2004 product, implementation methods, observation methods, and instrument development. This study meets the criteria of the WWC for creating a research base to support product efficacy and will be submitted in support of the product upon completion in August 2005.

An independent, randomized controlled trial efficacy study of the SF Reading 2007

product is scheduled to begin in the Fall 2005. Dr. Stephanie Baird-Wilkerson of Magnolia Consulting is the principle investigator of this study. Dr. Wilkerson is in the process of recruiting six schools across the United States to evaluate the effectiveness of the SF Reading 2007 product at grades 1, 2, and 3. The study will randomly assign the treatment at the teacher level within each school and employ statistical methods as well as site observations to control for any outside effects on the student achievement scores. The TerraNova Reading exam will be used for the pre and post-group assessment. In addition, the DIBELS Oral Fluency test will be administered at the beginning, middle, and end of year. The study meets the criteria of the WWC and will be submitted in support of the product when completed in August 2006. As per the WWC recommendations, Dr. Wilkerson will continue her study of the product efficacy through August 2007.

Scott Foresman has also elected to commission an alignment study to provide a value-added element to their Reading product. Scott Foresman has hired Dr. John Smithson of the University of Wisconsin Center for Educational Research, Guido Gatti of Gatti Evaluations, and an expert team of reading specialists to align the reading benchmark items to select state standards. The state assessments are based on state standards, the alignment study aligns the benchmark items to the same state standards. In NCLB times, monitoring the progress of student learning throughout the year on state standards is essential in helping to meet adequate yearly progress.

Pearson Scott Foresman has taken a leadership position in providing research to support their products. We feel this commitment will continue to support our customers as they strive to meet the rigorous NCLB requirements. We encourage you to contact us with any questions regarding the research supporting our products.

Contact:  
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#### Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: [This was reviewed as a set/series.](#)

#### Summary Form

- |     |  |                    |
|-----|--|--------------------|
| I.  | Technology Component Summary   | 2,000.00           |
|     | <a href="#">The software is user-friendly for both the student and the teacher. It will instruct the student on the skill being taught and then have the child practice. The software also gives positive feedback on the games that are played.</a>   |                    |
| II. | Reading Content Summary  | 1.6000000000000001 |
|     | <a href="#">Each day a Morning Warm-Up is displayed and the students discuss what the reading will encompass. It also uses real world situations so that the children can relate them to their everyday lives and experiences. The leveled books allow for differentiated instruction. There is evidence of multicultural writers but it appears that the majority of writers are caucasian males and females.</a> |                    |

III.	Writing Content Summary	1.64
	The models of various writing along with how to revise/edit to make it a better piece gives the children actual experiences in editing a writing piece.	
IV.	Grammar and Spelling Content Summary	1.44
	In the teacher's edition there are two pages each week dedicated to differentiated instruction. Strategies are given in order to improve and challenge all student's learning.	
V.	Listening /Speaking / Observing Content Summary	1.00
VI.	Inquiry Content Summary	1.00
VII.	Technology Content Summary	2.00
	The teacher and students are given online sources to access as well as CDs with various games, songs, etc.	
VIII.	Audience: Teacher Materials Content Summary	1.82
	The paired selections give connections to other subject areas such as Social Studies and Science. The leveled readers and ELL reader also encompass the core content areas. There was no evidence of teacher materials in nonprint form.	
IX.	Audience: Student Materials Content Summary	1.22
	The student's text shows reading across texts and ask questions about them. The leveled readers and paired reading make connections in other content areas. There is no evidence of handwriting practice where age appropriate.	
X.	Format Content Summary	1.71
	Each teacher's edition has a section dedicated to the scope and sequence of the text through grade six. Photographs and illustrations depict people of different ethnic backgrounds, gender, and age but there are limited people with disabilities.	
XI.	Ancillary Materials Content Summary	1.43
	The teacher's online service offers professional development ideas, research based articles, and ideas on integration of subjects. The ELL book and help for ESL students is available but accommodations for students with special needs were very limited.	

## READING CONTENT

The student text incorporates phonemic awareness within the selection. An example being short a. The story will have words with short a sounds and this is emphasized during the reading and the week. Each day a Morning Warm-Up is displayed and the students discuss what the reading will encompass. It also uses real world situations so that the children can relate them to their everyday lives and experiences. The text emphasizes cross-curricular and extended activities. It allows for research and discussion on related subjects in order to give the student a better understanding and knowledge base of what they have read. The text allows for the children to focus on their prior knowledge by using the Morning Warm-Up to focus on different aspects of the selection and relate it to the children's own experiences. The students are also given the opportunity to read and reflect. Opportunities are given to compare and contrast, discuss the main idea, the author's purpose, cause and effect, and the impact they have on the selection. Phonological awareness is apparent in the text. There are opportunities daily to work on various phonemic skills. Decodable Take-Home books are also available through the use of blackline masters. These books reinforce the phonics skills that are being taught. Decodable Take-Home books are also available through the use of blackline masters. These books reinforce the phonics skills that are being taught with a particular selection. High frequency words are introduced weekly along with "Amazing" words. Vocabulary words are presented in reading and oral formats. They are also presented in the high frequency words that the students need to know in the selection as well as the "Amazing" words which will expand their oral vocabulary. Literal, critical, and inferential questions are included in the Teacher's Edition for each page of the selection. These questions cue the students in to what they need to be comprehending as they read. It also allows for the students to be questioned. The AudioText CD models fluency, expression, and accuracy. Students can use the CDs to improve their fluency. Strategies, such as choral reading, are also presented within the Teacher's Edition to improve fluency. The teacher's materials allow for grouping by using various assessment tools and strategies. The online sources also help with the grouping issue. Resources also include leveled readers. There are several assessment tools provided along with the assessment that is available online. The online assessment assists in grouping the children according to their assessment scores.

The various selections give the students the opportunity to experience several reading methods and address the learning styles of the students. It also provides leveled readers suggestions for those students that are reading below level, on-level, and above. The text includes: fantasy, animal fantasy, realistic fiction, expository fiction, fiction, expository non-fiction, narrative non-fiction, photo essay, informational fiction, biography, fable, letters and jokes, and poetry. There is evidence of multicultural writers but it appears that the majority of writers are caucasian males and females.

## **WRITING CONTENT**

There is evidence of teaching the writing process throughout the series. Each week the students have the opportunity to add to their knowledge base. The beginning writer starts off constructing sentences and progresses from there. The Grammar and Writing book provides experiences in preparing for writing. There are weekly writing models for the students as well as writing strategies. The models show the original writing piece then a discussion about how to improve the piece. The Grammar and Writing Book also walks the students through organization skills showing various models. There are numerous opportunities for the students to create clear and logical sentences. There are practice pages as well as models for the students to use. There are transparencies that show the definition of a sentence along with an example. The Grammar and Writing Book provides many opportunities for the students to begin to learn about the parts of speech and the correct usage of each. It also allows for the children to use the new vocabulary words in sentences. Students have the opportunity to learn spelling words that are infused in the reading selection for that week. Models are used again to reinforce what the students are learning. The Grammar and Writing book also demonstrates the correct use of punctuation. The text continually discusses the writing process and gives the students opportunities to write pieces of different genres. The children are given opportunities each week to work on a part of writing such as sentence construction, punctuation, spelling, and capitalization. The text provides for the beginning writer to work on concepts that are age appropriate. The Grammar and Writing Book, skills pages, software, and online connections give the children many opportunities for practice and feedback. The content encourages the student to develop these skills and displays models for the children in order for them to understand the concepts.

## **GRAMMAR AND SPELLING**

The grammar rules and usage are stated within the teacher's edition but are also on the provided transparencies. Examples are also given to reinforce what the rules state. Practice comes in both paper and pencil as well as online and software programs. The benchmark tests give the students an opportunity to show their competencies as well as the practice pages and software. The Grammar and Writing book also gives the students models and activities to use in the writing process. The writing process is explained in a step by step format. The students are given the opportunity to create pieces in various genres of writing after viewing the models. They can then compare their writing with that of the model. Scott Foresman Reading Street is a scientifically research-based reading, language arts program. The spelling strand is integrated into the reading selection each week so that once the students learn the correct spelling of the word they also see its use. In the teacher's edition there are two pages each week dedicated to differentiated instruction. Strategies are given in order to improve and challenge all student's learning. The series includes a Spelling Practice book with the list words in manuscript. The spelling strand is integrated into the reading selection each week so that once the students learn the correct spelling of the word they also see its use within the text. The Spelling Practice Book was unavailable to evaluate. Visual patterns, word structure, word comparisons, etc. are evident within the reading text teacher's manual. The spelling practice book was not available to evaluate. The Grammar & Writing book does make reference to the use of correct spelling during the editing process.

## **LISTENING / SPEAKING / OBSERVING**

The text and teacher's materials allow for the age appropriate instruction model to be used. There are opportunities for the students to expand their knowledge base by doing various types of presentations. The children have opportunities to present speeches and to demonstrate their oral language ability. Students are given the opportunity to apply these skills individually and in groups.

## **INQUIRY**

The students are given questions/prompts during the Morning Warm-Up that can be discussed or can be used as a springboard for other questions. The students have access to the online classroom provided by the company. They also have the leveled readers and the paired selections that will aid in their search. The online classroom is a

resource the students can use to gather ideas and information. The teacher's edition contains instruction on how to cite the work.

## **TECHNOLOGY CONTENT**

The teacher and students are given online sources to access as well as CDs with various games, songs, etc. Ideas are presented in the Literacy Centers section of the teacher's edition to have students make connections with the concepts they are working on for that week.

## **AUDIENCE: TEACHER MATERIALS**

The teacher's materials offer many instructional strategies for engaging the students. The differentiated section provides strategies to reach all learners. There are opportunities for ongoing assessment throughout the series. Questioning techniques, practice experiences, and other assessments afford the teacher the avenue to see how the students are progressing. The differentiated instruction strand gives the teacher ideas on how to reteach the material. The ELL strand also is a resource to help with the struggling ESL student. The paired reading selection gives real world experiences that relate to the story. The selections that are included in the anthology gives opportunities to use all of the reading avenues. The big books, decodable books, Read Aloud anthology, poems, and songs give all the students the chance to participate in the reading. The paired selections give connections to other subject areas such as Social Studies and Science. The leveled readers and ELL reader also encompass the core content areas. Professional development resources are given in the teacher's edition to access online. The differentiated section in the teacher's edition provides ways to accommodate student's learning. Comprehension questions are provided with each selection that include inferential, critical, and literal. The teacher's materials give step-by-step organized methods to teach the content and skills. The teacher's editions would give a beginning teacher the resources to successfully teach the content. The pages show snapshots of the student pages, skills sheets, and other pertinent information that is needed on that page. It is easily read and pages or websites are noted. The teacher doesn't have to second guess where any of the materials are located

## **AUDIENCE: STUDENT MATERIALS**

The student's skills sheets and assessments ask questions in the same format as the teacher directed questions. The series carries through with the genres in the Table of Contents. In the second grade set a play/drama is depicted as a fairy tale but it is written as a drama also. The student's text shows reading across texts and ask questions about them. The leveled readers and paired reading make connections in other content areas. There is no evidence of a handwriting practice strand. The selections are age appropriate and show many diverse cultures and groupings in both photos and illustrations. After reading a selection there are questions and strategies for showing the answers in different ways using graphic organizers or correct writing strategies. The series does provide for the students to have opportunities to write as it is age-appropriate. The series does give the students opportunities to show what they have learned in several forms. The students have numerous opportunities to show what they have learned. It is age appropriate.

## **FORMAT**

Each teacher's edition has a section dedicated to the scope and sequence of the text through grade six. The student books have age appropriate pictionaries or glossaries to address the vocabulary and high frequency words presented. The English/Spanish selection vocabulary list is also presented behind the glossary. There are phonics songs and rhymes charts, big books, leveled books, and ELL books available to illustrate the concepts being taught. There are opportunities to connect cultures during a particular selection. This is noted in the Teacher's Edition. Photographs and illustrations depict people of different ethnic backgrounds, gender, and age but there are limited people with disabilities. The pages of the texts are well laid out, colorful, and are age appropriate. The pages appear to be thicker and more durable. The overall construction of the book seems to make it durable. Glossaries or pictionaries are in evidence as well as English/Spanish vocabulary list in the appendix.

## **ANCILLARY MATERIALS**

Snapshots of student pages are included in the teacher's editions along with the resources at point of need and the integration of technology is also provided. There are various activities to accommodate the various learning styles of the students but are not specifically marked as to what style or intelligence it is addressing. The ELL book and help for ESL students is available but accommodations for students with special needs were very limited. The texts have

made real world connections with the shared pair story and career and technology. Background information is accessible via the online connection and other resources. The paired stories and leveled books integrate the themes across the curriculum. Students will be able to extend their knowledge base on the various subjects. The teacher's online service offers professional development ideas, research based articles, and ideas on integration of subjects. The online connection offers a leveled reader database and a Read It online along with Take it to the Net online.